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ABSTRACT

This monograph reviews recent literature pertaining to two-year college humanities students. It notes the current drift of community college students away from the humanities and other transfer curricula and toward vocational and occupational training. Overall enrollment trends are noted, as are the characteristics of particular kinds of students to be served by two-year college humanities courses. Transfer, terminal, pragmatic, honors, adult, and minority students, senior citizens, working and married students, and part-time students are considered in separate sections. The impact of each of these student groups on humanities curricula is detailed. Suggestions for further study and an extensive bibliography are included. (DC)

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The Humanities in Two-Year Colleges

A Review of the Students

Spring, 1975

Center for the Study of Community Colleges

and

ERIC Clearinghouse for Junior Colleges
University of California
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Preface

This review offers a description of students in the humanities in two-year colleges. Attempting to find information on which to base that description is a frustrating experience – the population is fluid, the records are not uniform, the literature lacks a consistent base of data. Still, it is useful to collect what is available and we have tried to do that.

The review stems from a project conceived by Arthur M. Cohen and Florence B. Brawer. The literature search was done by Joli Adams and Deborah Crandall, assisted by William Cohen. Ms. Crandall drafted the initial review which was revised and edited by Arthur M. Cohen and Ms. Brawer.

Other reviews in this series cover the literature discussing the humanities curriculum and the faculty teaching the humanities. All the reviews are prepared by staff members of the Center for the Study of Community Colleges under a grant from the National Endowment for the Humanities, a Federal agency established by Congress to support research, education, and public activities in the humanities. They are disseminated by the ERIC Clearinghouse for Junior Colleges pursuant to a contract with the National Institute of Education. The support of both these agencies is gratefully acknowledged.

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Introduction

College students have been prime targets for testing and evaluation for many years. Research reports about this population have flooded the literature ever since Jacob (1957) first discussed values and the college student; Newcomb (1943) described the Bennington student; and Sanford, Webster, and Freedman (1957) wrote about Vassar women. While these and a multitude of subsequent reports were of much interest, they dealt only with a small segment of students – primarily those who attended select four-year liberal arts colleges and univer-

sities. Only later did researchers include two-year college students in their studies. Usually, however, it was either difficult to distinguish the subjects in one institution from another, or else the junior college population almost always came out lower than the four-year university group on tests of ability, achievement, and other characteristics.

More recently, a number of researchers have addressed themselves especially to two-year college students. Cross (1972b) deals with the nontraditional student, Cohen and Brawer (1970) are concerned with attrition, and Brawer (1973) proposes a new approach to understanding two-year college students from the perspective of ego psychology. In few of these ways of examining student populations, however, are they examined in terms of their areas of study. Generally, terminal and transfer, science and humanities, beginning and returning students are all aggregated. And although research that emanates from individual colleges may parcel out different groups, replicable national studies do not. Thus, we are in the position of being able to fairly accurately discuss whole populations while knowing very little about individual groups within those populations.

The discussion of community college students in the humanities is especially difficult for several reasons. First, few reports of enrollment break down students by major field of study. If any differentiation is made, the defined categories are usually "transfer" and "technical" and although transfer curricula include the humanities, they also include the sciences and mathematics. Perhaps the most frustrating factor is that when finer breakdowns are made, such categories as "liberal arts," "social science," and "fine arts" appear. Since these broad areas are not often defined, the researcher is free to come to any — or no — conclusions he or she desires. And when the areas are defined, the frustration is sometimes greater since "social science" usually includes such humanities subjects as history, political science, cultural anthropology, and cultural geography, as well as sociology, psychology, and economics. Similarly, "fine arts" include the humanities subjects of art, music, and theater history and appreciation as well as sculpture, painting, musical performance, acting, journalism, and speech. "Liberal arts" often contains various combinations of the above. Accordingly, conclusions must be tentative about

the numbers of students who are designated humanities majors. And since many community college students do not declare majors at all and few studies are based on actual enrollments in particular subject areas, a search of the literature for consistent information about the numbers of students enrolled in humanities courses is virtually fruitless.

Most studies deal with only selected portions of the total student body. ACE researchers, for instance, are concerned only with freshman who are full-time students and who are attending college for the first time in the fall of any particular year. A study of students in 3[illegible] California community colleges by the Coordinating Council for Higher Education (1973a; 1973b) revealed that in fall 1972 only 44% of all first-time freshmen enrolled in full-time programs and that only 40% of all freshmen were first-time students. Since part-time enrollments are up even more and since these data do not even attempt to deal with sophomores or with the increasing number of "unclassified" students (those who enroll in classes at the community college who are still in high school, who already have at least the associate degree, or who enroll in noncredit courses only), problems of definition and assessment are compounded.

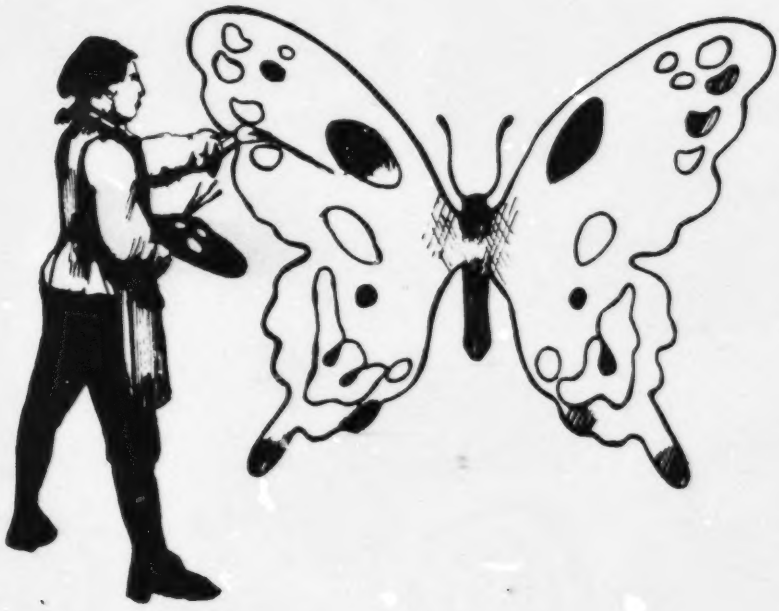
Other studies consider only the graduates of the community college, often in terms of their success at senior institutions (Belford, 1967; Florida Community/Junior College Inter-Institutional Research Council, 1973; Follow-up study of Bucks County Community College Graduates, 1973; Head, 1971; Hoemann, 1967; Keeney, 1970; and Svob, 1969). They too neglect the large portion of community college students who neither graduate nor transfer. Although some states enroll as many as 80% transfer students, some claim only 5% (McCarthy and Moss, 1974). And although Koos (1970), Monroe (1972), and Cross (1972a; 1972b) discuss adolescents primarily, the age range in most community colleges is 17-65+. In fact, one state reported in 1972 that only 19.5% of its community college students were under 21 (Vermont Regional Community College Commission, 1972), and one community college reported that a full 42% of its students were over 25 (Turnage, 1973). Raines (1971) reports that students over 20 years of age are "becoming the majority group in many public community colleges, but most studies of the characteristics of

incoming . . . students do not reflect this trend. This bias stems from the fact that older students extend their studies over many semesters by their in-and-out attendance patterns" (p. 178).

Because so much of the community college student body is constantly changing, comprehensive studies are difficult, if not impossible. A student who enrolls in a one-term course in auto mechanics for women is hard to classify (terminal? vocational? career? transfer?); she may be a transfer student who wants to know more about her car or she may already have a graduate degree. Since she may very well not be enrolled the next term, any study which includes her is outdated before the results are disseminated.

The community colleges themselves add to the researchers' confusion by keeping few records on students enrolling in noncredit classes and by following inconsistent policies in categorizing their noncredit students. Some colleges offer only noncredit classes after 4:30 PM and call them "adult classes;" others offer both credit and noncredit evening classes, and still others offer only credit classes and leave adult education to the local high schools or unified districts (Coordinating Council . . . , 1973b). Worst of all, at the discretion of the local governing board, students can get credit for "noncredit" classes if the college calls all evening courses "noncredit," while many community colleges are offering noncredit courses during the day. Thus, the fact that "it remains blatantly difficult to change traditional academic inquiries that seek to describe only those students who are young, academic, full-time, transfer-oriented day students" (Palinchak, 1973, p. 186) is not entirely the fault of the researcher.

We have chosen to describe the two-year college student in terms of his influence on the community college and in terms of recent changes in the emphases of the colleges as they attempt to attract students. This dual approach accounts for the interaction between student and institution, the shaping that each exerts on the other. In the case of the two-year college, the student seems to be coming out on top, forcing an institutional accommodation to his tendencies.



Student As Master

The first two-year colleges were either finishing schools for wealthy young ladies or institutions dedicated to providing the first two years of a four-year college education. In these schools the humanities were important and formed a major part of the overall curriculum. Student desires and interests were largely superseded by the goals of four-year institutions.

Throughout the years and particularly since their "explosion" in the 1960s, many public two-year institutions have changed their titles from *junior* to *community* colleges. Their philosophy has become consonant with the popular demand for open higher education for all interested students, regardless of their wealth, sex, race, age, or academic ability and for education designed to meet community needs and desires. They have also remained much less expensive than four-year colleges and universities and they have arisen in enough communities to allow their students to live at home. These qualities have attracted a whole new kind of student to the community colleges, students who have demanded new types of curricula. In the main, these demands have been heard and accounted for.

Today, most two-year colleges devote large efforts to technical, career, and vocational students; to students interested only in the associate degree; and to students uninterested in any degree who attend for personal enrichment or for further job training. Transfer students have not disappeared and their education often is still the primary emphasis of faculty teaching "academic" courses, but the numbers of transfer students compared to the numbers of technical, career, and vocational students appear to be dwindling. The number of students majoring in the humanities has lessened commensurately.

Data compiled annually since 1966 by the American Council on Education (National Norms . . . , 1966-1971; The American Freshman . . . , 1972-1975) do not deal with the humanities as a whole, but looking at gross categories – fine arts, English, other humanities, social sciences, technological, for example – we can extrapolate certain information regarding the decline of students majoring in humanities. In 1973 about half as many full-time, first-time freshmen chose humanities majors as chose them in 1966. Somewhat surprisingly, it is not only in the community college that this trend is manifested – the percentage of full-time, first-time freshmen choosing humanities majors in four-year colleges and in universities has been reduced considerably. These data suggest that the technical and health fields are absorbing many of the students who are turning away from the humanities.

Data obtained from the Bureau of the Census also reveal a decline in the number of students who major in the humanities.

In 1966 10.3% of all college students between the ages of 14 and 34 chose humanities majors; by 1972 this percentage was reduced to 9% (Grant, 1974). The Census Bureau data do not indicate specifically the percentages of college students entering technical fields, but the percentage of students declaring some major other than those accounted for or no major has risen from 18.9% in 1966 to 33% in 1972, and it is reasonable to assume that technical majors account for a sizeable portion of this increase.

Sheppard (1974) reports that students in Pennsylvania Community Colleges are shying away from transfer curricula in general. In 1973 55.7% of all Pennsylvania community college students were enrolled in occupational programs, and only 17% were enrolled in the fields of arts and sciences, English, geography, humanities, languages, liberal arts, music, and theater or cinema. Missouri community college students evidently are not yet as disillusioned with transfer programs, although the percentage of the total student body involved in transfer programs has declined approximately 8% from 1970 to 1973 (Schatz, 1974).

Trends differ from state to state. Figures compiled in 1964 and again in 1969 by the California Department of Education (1965; 1970) actually reveal an increase in community college liberal arts, fine arts, and humanities majors. It seems significant, however, that over 42% of the students surveyed in both years declared no major at all. Although no statistics are available for subsequent years from the California group, it is interesting to note that the most dramatic decreases in the number of humanities majors nationwide occurred after 1969.

A major shift is thus indicated in contemporary American higher education away from the humanities and toward technical and health programs. Other data in the ACE reports show that students in private two-year colleges are more likely to choose humanities majors than their public college counterparts. However, decreasing enrollments, which have forced many to close their doors, have compelled private two-year institutions to increase their emphases on technical and health criteria. Private junior colleges decreased by 32 institutions and by over 9,000 students between 1966 and 1972, while public two-year colleges increased by 368 institutions and over 1,600,000 students in the same time frame (American Association of Community and

Junior Colleges, 1973, 1974, 1975; American Association of Junior Colleges, 1970, 1971, 1972). In 1966 public community college students actually planned humanities majors more frequently than private two-year college students but by 1972 the private institutions enrolled more humanities majors (*National Norms . . .*, 1966-1971; *The American Freshman . . .*, 1972-1975).

Evidently, the private two-year colleges are eyeing the increasing enrollments in their public counterparts and are beginning to follow their lead toward more vocational, technical, and career programs and away from academic programs in general, and humanities programs in particular. Students are finally dictating curriculum by simply not enrolling in programs they find irrelevant to their needs.

Another reason for this shift of emphasis in two-year colleges is that women, traditionally the bastions of humanities study, are becoming more interested in careers and less interested in liberal education. This can be concluded from an examination of the ACE data, which show that more full-time, first-time community college freshman women than men planned humanities majors in 1966 and that by 1972 this difference was insignificant (*National Norms . . .*, 1966-1971; *The American Freshman . . .*, 1972-1975).

But by far the major reason for this reduction was the unexpected decline in 1972 in overall enrollment increments. Community colleges basked in the luxury of ten to 20 percent enrollment increases per year throughout the 1960s, with a record 24.3% increase in 1965. In 1970 and 1971, the increases were 9.5% and 9.8% respectively. Then came 1972 and an increase of only 6.6%. The unsurprising effect is that they began to look more closely at their student clientele and to search for methods of maintaining enrollments.

Researchers had been talking about community college student pragmatism for years (Allen, March 1972; Baird, Richards, and Shevel, 1969; Brawer, 1973; Cross, 1972b; Hinkston, 1968; Hurst, 1971; Lockwood, 1967; Mahoney, 1970; Millett, 1973; Millington and Pelsinger, 1974; Monroe, 1972; Moore, 1970; Ohren, 1972; Richards and Braskamp, 1969; and Trent, 1972b). Now, however, such societal forces as the end of the draft ("Empty Seats . . .," 1973; Menefee, 1974), the devaluation of the baccalaureate degree (Richardson, 1972-73), the propensity for young

people to travel or work after high school rather than to enroll in college directly, and student attitudes about the irrelevance of academic learning to daily life loomed large in the calculations of community college faculty and administrators.

Richardson (1972-73), a community college president, concluded that the institution would continue to lose students because it had experienced much of its growth by offering transfer curricula to academically marginal students who would now go to four-year colleges which were lowering their academic requirements to combat decreasing enrollments, and to financially marginal students who now realized that going to college did not necessarily improve one's financial situation. "As long as a relatively small percentage of the population held the baccalaureate degree or had access to it, its possession was highly valued by employers. But with the advent of mass higher education, which community colleges helped to bring about more than any other segment of higher education, it is now possible for almost anyone to earn a college degree if he is sufficiently persistent. Under such circumstances, it becomes necessary to demonstrate values for higher education beyond those related to a scarcity of individuals with degrees" (p. 40a).

These predictions have been confirmed by events. It has become not unusual for Ph.D.s to drive trucks or wait tables. Women holding master's degrees are still asked, "How fast can you type?" "Overeducated" is a term which would have been nonsensical in the 1960s. Now it is heard painfully often and many college graduates feel that they have been lied to by those who offered them the promised land of jobs and economic security, and then left them to swell the unemployment lines.

According to the Carnegie Commission on Higher Education (1973), ". . . only 20% of the jobs (during the 1970s) will require education beyond the high school level. Yet today, more than one-third of the 18 to 21 age group is in college at any one moment of time, and one-half attend at some point" (p. 2). The report also says that, "historically, the labor market has not been a continuing source of concern for higher education. Except in times of depression, it has absorbed all the college and university graduates. It has been taken for granted as a generally adequate outlet for talent highly trained academically. This has now

changed and has probably changed for the foreseeable future; the labor market is now a serious concern for higher education and will remain so" (p. 1).

Trent (1972b, p. 104) claims that students holding B.A. and B.S. degrees are now returning to community college vocational education for employable skills, and "staff in the community colleges has observed (but not documented) that students who have completed lower division programs and sometimes degree programs in baccalaureate institutions are now enrolling in community colleges in order to obtain occupational training in fields where jobs are available" (Coordinating Council, 1973b, p. 45). Nor is it startling that the community colleges have seen a need to appeal to other students. In December 1972 Richardson claimed that "if existing programs have lost much of their appeal, particularly in the college parallel area, the direction and focus of our educational effort must be changed if we wish to maintain community colleges as viable and effective institutions. The most obvious opportunity for curriculum reform is the enlargement of career programs in a variety of areas, since there seems to be a continuing pressure for admission to these programs . . . It is even questionable whether community colleges should continue to offer liberal arts or education as specific programs . . . When students enter a college, they ought to be able to perceive the relationship between their courses and their ultimate career objectives" (pp. 40c, 40d).

Apparently, many two-year colleges took advice like this seriously. Menefee (1974), for example, notes that "it used to be a rule of thumb that one-third of the community college registration was in occupational or career programs. But by October 1973 the proportion had risen to 44 percent, or 1.4 million students out of 3.2 million in all 1,165 two- year institutions, private and public . . . . Many community colleges . . . have 70 percent or more of their students in career programs" (p. 54). As a result of new career programs, enrollment in 1973 increased by 9.9% and an abrupt drop occurred in the number of students choosing humanities majors. Conversely, the percentage of community college students who considered being "very well off financially" as an essential or very important objective increased from 45.2% to 60%. Leslie and Miller (1974) predict that, "Similar enrollment

shifts will continue to occur internally, with direct job-related fields benefiting often at the expense of the liberal arts" (p. 26) and that "in response to the traditional student having pragmatic employment motives, institutions will continue to reallocate resources to meet shifting student demands" (p. 27).

Today faculty and administrators alike look at the community college and its curriculum as servants of the students, without whom neither could survive. DeHaggard (1972), a community college Spanish instructor, talks of "selling" foreign language courses by using "a strategy that is responsive to the needs, goals, and characteristics of our students themselves" (p. 28). Gleazer (1974) describes the "market" for community college education which is based on projections of the "learning force," while Birenbaum (1974) claims that traditional American higher education viewed the student as the servant to the curriculum, but that today the student is master.

More and more writers are calling for community-determined curricula, and more and more researchers are studying students and potential students to find out just what it is they want from the community college. As community colleges continue to assess their clientele, they are beginning to think of themselves as business enterprises. Leslie and Miller (1974) describe the community colleges, as well as the four-year institution, in business terms: "higher education is in the process of developing new products in an effort to generate new and regenerate old student interest. Expanded enrollments are the goal" (p. 25). According to them, a "product" of higher education is what the student, as a consumer, can get out of his purchase of an education.

Another new direction which was stimulated by the enrollment depression in 1972 was the direct attempt to recruit students. When growth was assured, many colleges simply waited for students to come. The reverse is now true, with colleges often wooing the student through all kinds of media and course offerings. And, in addition to recruiting students for transfer and career programs, the community colleges began actively searching for new kinds of students to serve. Credit and noncredit classes for the elderly (Watson, 1973; "Capsules," February 1974), for criminals, and for the physically handicapped arose in greater numbers than ever before (Frankel, 1974), and Turnage (1973) claims

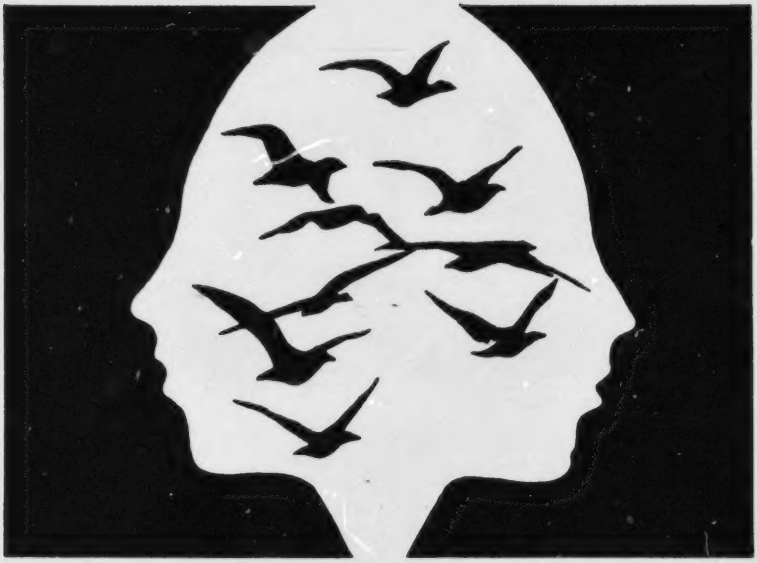
that "all indications are that the nontraditional students will compose an increasingly large percentage of the community college student body as time goes on" (p. 19).

As examples of this reaching out to accommodate new students, Mountain Empire Community College in Virginia initiated a "Learning-in-Transit" project, consisting of five buses (mobile classrooms) which travel throughout the community to offer classes where the students are. The foreign language department of the Loop College of the City Colleges of Chicago began teaching Spanish in a squad room to police officers training for work in the Puerto Rican, Cuban, and Mexican American sections of Chicago. They also conduct special Spanish classes for civil servants in the agencies and departments which deal with the Spanish-speaking communities, for employees of the Chicago Public Library, and for members of the Mayor's Commission on Economic and Cultural Development (DeHaggard, 1972). Thus, Chicago police officers, civil servants, library employees, and commissioners became community college students who, like many of the new students in the '70s, already had jobs and simply wanted to do them better. They have no use for an associate degree, no desire to transfer, and in most cases take only this one Spanish course – for now.

Another large category of students served by the community colleges are adults of all ages who are pursuing a variety of short-term objectives not necessarily directly related to their employment. When the Advisory Committee on Program Identification in the Down County Area asked area residents in 1973 what courses they would like to have Montgomery College (Maryland) offer, most expressed an interest in such topics as physical fitness, photography, painting, practical consumerism topics, appliance repair, secretarial skills, ceramics, and other subjects which the Commission cumbersomely defined as "college-sponsored community service, noncredit, short-term special interest classes." In Vermont, where the community college curriculum is totally determined by student interest, students ask for a course and then a teacher is found. Courses such as those listed above far outnumber any other category of curricula (Daloz, 1974; Vermont Regional Community College Commission, 1973). These kinds of courses are rapidly expanding at the community college

level, but it is currently impossible to determine what kinds of students they are attracting because most community colleges do not keep records on students enrolling in noncredit classes (Coordinating Council, 1973b). Even so and despite many difficulties in assessment, the Coordinating Council for Higher Education determined that 26% of all California community college students in 1972 were enrolled in noncredit classes and that at one-quarter of California's community colleges, at least 40% were enrolled in noncredit courses.

The following sections include brief sketches of the kinds of students now included in the "learning force." They deal specifically with transfer, terminal, pragmatic, honors, minority students, senior citizens, working and married students, and part-time students.



Transfer Students

When two-year college students are described, they are typically separated into transfer and terminal groups. And the groups are typically disproportionate. In fact, in 1970 Sheldon reported that

> In most comprehensive junior colleges more than nine out of ten students, on entrance from high school, request a transfer curriculum. This choice is made on the basis of status seeking,

> as opposed to a reality-oriented evaluation of themselves and the curriculum they request. Vocational, technical, or occupational education is on the bottom rung of the status ladder as judged by every significant population on our campuses: students, faculty, administration, and parents. The entering student, regardless of his demonstrable lack of academic skills, feels he has another chance to succeed in the fancy world of the collegian. He will not voluntarily enroll in a curriculum that does not do something for his ego. In most cases, his previous academic record and the results of some battery of test scores (which we have never bothered to evaluate for our purposes) are used to counsel (force) the entering student into some general occupational curriculum (p. 18).

More recently, the number of students who indicate their intention to transfer to four-year colleges or universities has declined. Whether or not this is a function of counseling is not known, but several studies do support this trend. For example, Baird, Richards, and Shevel (1969) found that 58.3% of students in their second year at a community college planned to transfer and that over half the juniors enrolled in California State Colleges and Universities had transferred from two-year colleges. By 1970 only 56.3% of all students enrolled in community colleges in Missouri and only 50% of those enrolled in Pennsylvania intended to transfer (Schatz, 1974; Sheppard, 1974), and by 1973 these figures were 48.3% and 44% respectively. In some community colleges the percentage of transfer students was still as high as 58% in 1973 (Advisory Committee . . . , 1974), but in others the percentage was very low even in 1971. At Lake Land College (Illinois) this figure was 38% (Lach, 1972) and at Vermont Regional Community College it was only 13.7%.

Those students who choose to (or are permitted to) remain in the transfer program at a community college tend to be full-time, single, not working or working only part time, and more similar to the average senior college population than to the community college population on the basis of ACT composite scores (Moughamian, 1972) and on the basis of high school grade point averages. Gleazer (1973) notes that the two-year college transfer program is now attracting "better" students, that is, students who academically and financially could attend four-year institutions, and ACE data show that high school averages of full-time, first-time freshmen have increased radically. In 1966 only 10.7% of

these students had averages of B+ or better, whereas by 1973 21.3% boasted such averages. In 1966 30.5% of the full-time, first-time freshmen had C and D averages, but by 1973 the community colleges enrolled only 17.5% with such grade points (*National Norms . . .*, 1966-1971; *The American Freshman . . .*, 1972-1975).

Transfer students tend to be more academically-oriented than the average community college student (Ohren, 1972), and they enroll in humanities courses more readily than nontransfer students. As a matter of fact, many community college humanities courses are designed expressly for transfer students and exclude nontransfers from enrolling. Garrison (1971) claims that the liberal arts are still taught as they were designed by the Harvard faculty in the 1940s and that, therefore, much of what is taught is not relevant to today's students. According to him, the liberal arts ". . . are too often thought of by the liberal arts teacher as accumulated knowledge, as cultural knowledge, or – worse still – as 'intellectual enrichment' " (p. 233).

> . . . if we teach our transfer students the materials of general education in ways usually stipulated as acceptable by senior institutions, we are hitching our colleges to moribund practices and concepts which were little good 30 years ago, and are positively malevolent today. Indeed, I can hardly think of a more effective way to destroy the liberal arts than to teach them as 'courses designed for transfer' . . . . Too much faith is still pinned on the pedagogically indefensible assumption that general education in the freshman-sophomore years should be based upon introductory and survey courses, those dreadful, rag-tag-and-rubbish snippets of knowledge, which succeed in doing nothing but misleading students about the real nature of knowledge by allowing them to assume that it can be surveyed. Further, it introduces them to a method of "learning" which is unerringly designed to reward memory, rote, easy generalization, and intellectual dependence on textbook and instructor (Garrison, 1971, p. 233).

Other critics advocate that transfer curricula be considered an option instead of an expectation for all two-year college students (Kroeger and Brace, 1971). Indeed, the Carnegie Commission (1971a) notes that the American economy has no place for most students graduating with baccalaureate degrees and advises that ". . . students should not be encouraged to proceed past the associate of arts level (lower division) unless and until there is

evidence that they have a clear commitment to academic and/or occupational interest requiring additional college training" (p. 15). Another camp condemns the transfer function of curricula on the grounds that it is "preparation" for a future course of study which many community college students will never pursue. Despite all these arguments, most community college humanities courses are designed with the transfer student in mind, are patterned after similar courses in four-year institutions, and are considered to be "preparation" for transfer instead of valuable courses in and of themselves.

In addition to being the main determinants of humanities curricula in this respect, transfer students effectively determine course offerings by deferring certain humanities courses until they transfer to a four-year institution. Lewis (1968) found that transfer students usually take foreign language courses at the four-year college to which they transfer, and Svob (1969) reports that many English majors delay literature courses until they arrive at a senior institution. Transfer students in other majors satisfy their humanities requirements by taking such courses as music appreciation and introduction to art, which they regard as less rigorous than literature.

Another way that transfer students determine curricula is by transferring before their second year at the two-year college. In Florida where by agreement the student may transfer without loss of credits as long as he has obtained an associate degree, 40% of the transfers come to senior institutions with less than junior standing and 20% are still classified as freshmen (Florida Community/Junior College Inter-Institutional Research Council, 1973). A study of transfer students from the City Colleges of Chicago found that only 17% received the associate degree prior to transfer, and 25% were still freshmen (Moughamian, 1972). This fact inhibits the community college from offering much more than introductory humanities courses.

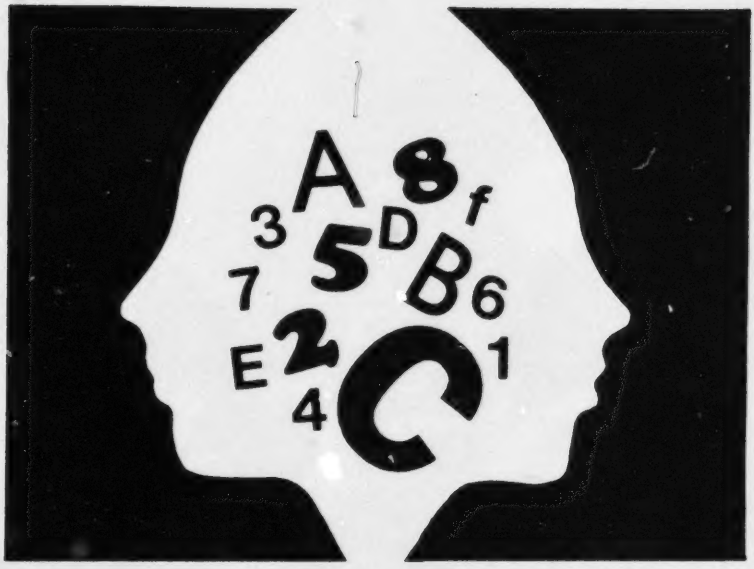
Ideally, community college humanities transfer students should do as well as native students at a particular four-year institution. In a study of students transferring from four two-year colleges to Oklahoma State University, Hoemann (1967) found that transfer students did in fact have the same success in grade point performance as native OSU students in the same major

areas of study. Encouragingly, he also discovered that in the areas of language and the fine arts, the transfer students' two-year grade point average was significantly higher than the natives'. Similarly, the Florida Community/Junior College Inter-Institutional Research Council (1973) found that "Areas of special success for transfers seem to be the various programs in education, modern languages, and the arts" (p. 65).

It appears, however, that community college English majors do not fare as well after transfer as do those in foreign languages and fine arts. Although Svob (1969) claims that junior college transfers are not far behind their university counterparts, Head (1971), studying community college English majors who transferred to the University of Mississippi, reports that the transfer English major does poorly in upper division work when compared to students whose lower division work was completed at the university. Similarly, Tucker (1969) found that a large percentage of English majors transferring to East Texas State University needed remedial work in composition.

According to Belford (1967), the transfer music major also needs remedial work; it takes him an average of three years after transfer to complete the degree. Another study of music majors, however, shows that although the average community college student does not maintain his grade point average after transferring to a four-year institution, by the time he completes the degree program his grade point average is only .06 lower than that of the average native student (Keeney, 1970).

Monroe (1972) reports that those students who have transferred to a four-year school generally agree that the community college was too easy. Perhaps this is correct, since it seems to take two-year college transfers a long time to complete the baccalaureate degree. Moughamian (1972) reports that, among students transferring from the City Colleges of Chicago, 24.1% took two years to graduate, 17.9% took two and one-half years, 29.1% took three years, and 11% took four years – all in addition to their time in the original community college.



Terminal Students

Perhaps because many educators take it for granted that two-year college transfer programs will include the humanities, very little discussion is generated of the two concepts—transfer and humanities. Indeed, most authors are apparently satisfied to let the various two-year colleges determine how many and what kinds of courses will be offered or required. And most often such

decisions are made on the basis of what the local universities and four-year colleges will accept for full credit.

When it comes to occupational students, however, any discussion of the humanities rings loud and colorful. Edwards (1971) points to an "erosion" of the traditional subjects as a result of increasing technical-career student enrollments and of a trend to relax academic requirements in favor of more practical courses. In order that the junior college not become a "trade school," he recommends that at least 15 general education credits (five courses) be required of all technical-career students. In a somewhat stronger statement, O'Brian (1971) claims that since technical students cannot fit humanities courses into their schedules, ". . . it behooves us to see . . . that these people are more than . . . mechanical automatons . . . because of the little time available, the courses selected must be employed in securing attitudes of enthusiasm and respect for general education which can be carried over into the personal life of the student" (p. 294). He fears for the future of students who ignore social and humanistic needs because of the lack of proper direction.

Some studies indicate that nontransfer students would like to enroll in humanities courses but that they are precluded from doing so by the requirements of their particular programs. However, most studies of community college students in general, and of nontransfer students in particular, show that many of these students would not enroll in humanities courses if they could. Much of this contradiction might be attributed to the ways in which questions in either pencil-and-paper surveys or interviews are asked.

In 1967 Lockwood reported that many community college students are "vocationally minded to the extent that general education courses may be looked upon as an intrusion, in effect delaying their occupational readiness" and that "large numbers of students, particularly those with reading and communication deficiencies, feel estranged from liberal arts general education course work which appears to threaten them at their point of weakness" (pp. 153-154).

Kroeger and Brace (1971) agree with Lockwood's conclusion that two-year college students are less and less interested in the liberal arts simply because they represent an additional obstacle

between them and their chosen careers. Further, they claim that it has been the community colleges' stated philosophy to adapt the college to the student and that by forcing students into courses they do not want to take, it is effectively denying its own philosophy. They believe that the two-year college is not yet fully attuned to the community it purports to serve. "It still seems to supply the community with what the faculty or accrediting associations think should be its needs, rather than what it actually wants. These groups sit in *loco parentis* to the whole district or area they serve, telling the community or the trade or profession that this is good for you whether you like it or not. Teaching the humanities under the present attitudes is to perpetuate elitism, and to continue the alienation of the working man or woman. To teach to make the student 'well rounded,' to refine him, 'to humanize' him is to fail to recognize, or to deny that the student is human already" (p. 24).

In response to the accusation that students solely oriented to careers are too often deprived of the cultural enrichment they so obviously need, Kroeger and Brace go on to say that "fortunately, there is a vast majority of people . . . who would agree . . . that the first thing they want is a job and security, and the longer a training program which is filled with courses they feel they don't need lasts, the longer they are kept off the job and the more frustrated they become" (p. 20).

Yet Kroeger and Brace do not recommend elimination of the humanities. They suggest that such courses should be optional for all students, and they hope that after they have their jobs, cars, homes, families, and other such tangible social effects, they will want to go back to the community college to enrich their lives with the humanities. "In our technological society, communion with the gods is finally necessary, but really a job and financial security seem to be needed before we can release our powers to achieve a more meaningful security" (p. 24).

Similarly, Harris (1973) claims that too strong an emphasis on the liberal arts is a mistake. "Notwithstanding the clear message from the general public and from legislative and governing bodies that their expectations for the community college put major emphasis on the economic goods which should result from this vast enterprise, there are still many persons (including stu-

dents) who would like to roll back the gains made by occupational education and put the major emphasis on consumer goods aspects (liberal studies, 'awareness studies,' and general studies) of community college education" (p. 109). He states that this misdirection is particularly dangerous now that the number of students in the arts, the sciences, the social studies, and the humanities – what he calls the "people-oriented" fields – can no longer be accommodated by our economy. But like Kroeger, he does not want to exclude the liberal studies from contemporary education. His main concern is the economic worth of a potential major field.

Perhaps the most valid argument against excluding terminal students from humanities courses is one posited by Birenbaum (1974): "Given the complexity and difficulty of the subject matter, the compressed time during which it is offered and the almost exclusive goal of employability, these programs are very often restricted in social science and humanities content to preclude significant curricular choice by the clients" (p. 14). Because of the single-mindedness of many occupational programs, students are forced to make career choices in their 17th or 18th year, and "Once the choice is made and the student enrolls, the system penalizes the student severely if he changes his mind" *(Ibid.)*. Without electives or requirements outside the career program, students are trapped into a unidirectional course of study and cannot change their minds without losing most of the credits they have already earned.

In addition to this problem, students who graduate from occupation programs, which include no general education courses, are frequently faced with occupational immobility. According to Adams (1972), when nontransfer students *do* receive general education in combination with technological education, they fare better in the working world than those who receive only technological training – that is, they are more often employed, tend to receive higher wages, are more often promoted, and have more occupational mobility.

When humanities courses are offered to terminal students, they are often separate from those offered to transfer students. There are arguments for and against such differentiations. Nall (1971), for example, opts for separation because he states oc-

cupational students need a different kind of general education. Unlike transfer students, they are not planning to have further contact with the subjects, and they are not planning to major in a general education field so that whatever liberal arts education they receive must suffice as an end in itself. He goes on to state that

> The design of a "terminal" general education curriculum demands not only a careful selection and balance of courses, but each course needs to be carefully worked out so that emphasis is given to the immediacy and pertinence of the curriculum as a whole and to the objectives of each specific constitutent course. These courses must not simply be "warmed over" or "watered down" versions of the traditional lower division university parallel courses. Effective "terminal" courses call for a vital reorganization of subject matter. Priority and emphasis must continually be given to the "here and now" so that maximum advantage may be taken of the psychological key to learning—motivation . . . . English writing courses would need to stress the functional as primary to the analytical and the abstract. Social studies courses, including history, should attempt to utilize a current issue or situation as a point of departure for increased understanding rather than beginning with a detailed study of principles and/or chronological beginnings . . . appreciation courses would really seek to create increased appreciation and would not become overlaid with such monumental accumulations of names, dates, and places that the primary objectives become obscured. Moral philosophy should be included in such a curriculum through the introduction of specially designed courses in ethics and aesthetics. Each course in this type of curriculum should contribute educationally as an end in itself (Nall, 1971, pp. 299-300).

Some community college humanities instructors have devised interdisciplinary courses that are especially geared to the needs of nontransfer students. Realizing that these students were not interested in courses "that utilized the traditional chronological appreciation approach," Kirkwood (1971) constructed a nonbook-oriented, interdisciplinary, and contemporary course at Illinois Central College (Peoria). Based on the themes of "freedom and conformity," it was divided into sections on existentialism; realism, and idealism, three philosophical views prevalent in contemporary society. Tape-slide lectures were developed to convey the three philosophical approaches by focusing on works of art, literature,

and music. Small group discussions, a collage show created by the students, guest speakers, and a nonresearch paper term project (such as a movie, tape recording, sculpture) characterized this special program for nontransfer students.

Although many educators are beginning to realize that community college occupational students need courses specifically designed for them, others claim that they should be given the same "advantages" as transfer students. In a conference of instructors in the humanities held in Minnesota in 1968, the question was posed, "Is it necessary to offer different types of courses for terminal and transfer students?" The reaction was negative on two grounds: getting the inferior students into classes with other inferior students is unwise, and if what we are doing for transfer students is good, why not give the nontransfer students the same things? (Moen and Stave, 1968). Besides revealing the faculty elitist attitude that nontransfer students are "inferior" to those students interested in liberal arts training for transfer, this statement assumes that what is being taught to transfer students is "good."

Despite questions and criticisms, this subject-centered approach to general education seems to be continuing, with few community college nontransfer students receiving courses relevant to them (Adams, 1972). Furthermore, arguments for special or traditional humanities courses for nontransfer students remain largely academic since few students in this category are offered such courses. Edwards (1971) reports that although 31 of 32 deans and presidents of two-year colleges in Alabama, Georgia, North Carolina, South Carolina, and Florida reported wanting humanities for all their students, only five community colleges provided such an exposure in their technical-career programs. A similar situation was found by Mittlestet (1973) in his study of Texas two-year colleges where, although most subjects advocated general education of the "whole" person, virtually no humanities courses were designed for technical-occupational students.

Along these same lines, Richards (1967) noted a national trend toward more humanities in engineering programs – a trend more noticeable in four-year colleges and universities than in two-year institutions. Engineering students at Bakersfield College (California), however, were found to be concerned with such issues

related to moral values, as concern for environment, ecology, and pollution (Barton, 1971). Consequently, it was recommended that engineering students study values so that they can help solve human problems which relate to technological change. At the same time and despite such trends in four-year colleges and reports similar to Barton's, there is no evidence that two-year college engineering students are receiving much — if any — humanities instruction.

Police science majors constitute still another large group of nontransfer students who appear to be receiving little humanities instruction. By 1968 police science students comprised the second largest occupational program enrollment in the State of California. Specht (1971) surveyed chief administrators of California law enforcement agencies who felt that communications and English would be useful additions to the existing police science program. They also advocated courses in ethnic studies, which was the only humanities subject mentioned. It is not only administrators of law enforcement agencies who believe that police science students need little humanities instruction, however. The American Association of Junior Colleges committee for curriculum development in associate degree programs in law enforcement recommended only three credit hours in humanities in a program of 51 to 57 credit hours (Crockett and Stinchcomb, 1968).

Other groups of nontransfer students receive no more exposure to the humanities. A study of terminal business curriculums (accounting, data processing, computer science, etc.) in eight western states reported that general education for students in these programs consisted of two or three courses in the communicative arts and social and behavioral sciences. Minimal course work was recommended in this general area (Brenholt, 1970). In programs for teacher aide training, Clarke (1966) recommends two courses in the humanities during the two-year program, which represents six credit hours of a total 60-hour program.

Apparently, public two-year colleges offer more humanities courses for nursing students than do private institutions. Barker's (1969) study of nursing programs found that nursing students in public two-year colleges take an average of 38.5 credit hours in nursing, 10.9 credit hours in social studies, 3.1 credit hours in humanities, 11.2 credit hours in natural science, and 7 credit hours

in communications. In private two-year colleges, they take an average of 32.5 credit hours in nursing, 12.8 credit hours in social science, .75 credit hours in humanities, 13.3 credit hours in natural science, and 6.8 credit hours in communications. This indicates that nursing students enrolled in public community colleges take one course in the humanities and that those enrolled in private two-years institutions often take none at all.

Thus, the debate concerning separate humanities courses for nontransfer and transfer students remains academic, and the debate concerning whether nontransfer students need any humanities courses at all becomes a more significant argument. It appears that the students who reject humanities courses will win this argument unless more attention is paid to the development of programs designed especially for them and to interdisciplinary courses which will consolidate humanities curricula into one or two courses so that they may be fit into the nontransfer student's schedule.

Prichard (1970) explains the reason that such a problem exists at the community college and not at four-year institutions: "The problem of the relevance of the humanities to the science/technology-oriented major is not, of course, peculiar to the junior colleges. But at most four-year institutions the intensive training that a potential chemistry or engineering student receives is not going on at the same time as his general education. It happens two years later" (p. 53).

While educators argue the pros and cons of more general education for terminal students, it is interesting to look at a report by Harcleroad and Others (1973), who suggest that "scholars in the field of enrollment analysis indicate that the slow down in enrollments by institutions is positively correlated with institutional emphasis on the liberal arts. Students of all ages are willing to pay for exactly the type and the kind of education they want, either broadly vocational or broadly cultural. However, vocationally-oriented institutions are the ones which are not dropping in enrollment; and in some cases, they are growing . . . There is less prestige for college degrees from all types of postsecondary institutions but increasing demand for external certification in order to serve in particular vocations" (pp. 88-89). With this stress on practicality, an issue discussed in the next section of

this paper, it is important to realize that the humanities can supply rich sources of interest, and sometimes even experience, which help foster greater flexibility within the person.

Pragmatic Students

Most studies dealing with characteristics of two-year college students agree that they are, above all, pragmatic. Indeed, on the *Omnibus Personality Inventory* (OPI, Heist and Yonge, 1962), a multiphasic test standardized on two- and four-year college and university students, the one scale on which two-year students typically exceeded the other subjects was Practical Orientation

(PO). The preponderant number of these students choose their college for practical reasons – closeness to home, expense, and specific programs offered; they are "vocationally minded to the extent that general education courses may be looked upon as an intrusion, in effect delaying their occupational readiness" (Lockwood, 1967, p. 154); and they prefer to be told about subjects rather than to find out about them themselves (Cross, 1972b; Ohren, 1972; Millett, 1973). Today, with the recently increased concern for the job market which has little to offer for those trained in the liberal arts, this type of pragmatism is more pronounced than ever.

Noting that the labor market can no longer absorb academically trained college graduates at the rate they are being prepared, the Carnegie Commission asserts that unless students have a carefully chosen goal in mind, they seek broad training in college rather than narrow specialization, and they look to "college as much more than preparation for an occupation. It is also preparation for life. This means looking for opportunities to broaden interest that can enrich all subsequent life" (1973, p. 10). Although today's students are also searching for a philosophy of life, only a few see study of the arts as a method of achieving this goal (Mahoney, 1970). The humanities, traditionally conceived as dealing with the timeless and the universal and the theoretical and abstract, are perceived as irrelevant by many community college students who want to know better how to relate to their constantly changing world (Millett, 1973; Allen, 1972c).

All these factors diminish student interest in traditional humanities courses. Those with communication and/or reading deficiencies feel especially estranged from the general education courses that appear to threaten them where they are most vulnerable. This apathy – even rejection – is seen in the larger society too where many Americans now treat their cultural heritage with relative indifference. According to Muller (1971):

> In private life, this [indifference] appears in the mobility of most Americans, the impermanence of surroundings, the scattering of kinship groups, the disappearance of old homesteads and family traditions, the rootless ways of life—altogether, the loss of the means by which people used to form deep attachments or reverences for old ways (p. 26).

> The interests and tastes that marked the cultivated man in the past may seem merely genteel in an age of discontinuity in which young people have been developing a culture of their own, a "counter culture" involving new styles in art and thought as in dress, speech, and behavior. Breadth of interest, or whatever qualities mark what executives call "broad-gauged" men, may serve students no better in their professional life unless such interest is concentrated on contemporary problems (p. 16).
>
> As . . . (many college students) see it, teachers of the humanities are too often saying in effect: Let us carry on reverently our great tradition, which failed to prevent us from landing in a God awful mess, and which suggests no way of getting out of it (p. 8).

Since the more practical contemporary students who populate two-year colleges want to learn subjects immediately applicable to their daily lives and future goals, only a handful view the humanities as pertinent. Issues that seem important to modern students are contemporary and local, not timeless and universal. Watts (1970) discusses the gap between what students would like and what they get and notes that "The college student is in search of ways to relate to the world. He is asking for courses that will help him comprehend the complexities of contemporary life in an age of advanced technology. He wants to know how to deal realistically with the condition of mankind at this moment in this place" (p. 52).

He also "wants to be able to use what he knows, as immediately as possible; and he has relatively little use for abstract theory" (Allen, March 1972, p. 25). This condition is actually not limited to the two-year college student. According to Millett, at all levels of higher education, "students are less interested in abstract thought, the play of ideas, and the controversy of generalized concepts than students of the recent past. They are also concerned that the courses they take will get them a job; perhaps for this reason they are more concerned with off-campus experience and with project activity than with the courses requiring extensive reading or preparation of a research paper" (1973, p. 51).

Exceptions do occur and a few commentators have expressed the opinion that today's students "find solace and meaning in broad, humanistic areas such as philosophy, the arts, literature, and history" (Law, 1968, p. 90) or that they "are now clamoring

for a sense of the past" (Babcock, 1972). The majority of writers on this issue, however, and the students themselves, belie these opinions. Monroe (1972) claims that "community college students tend to place more emphasis on receiving immediate goals and rewards than on postponing the possibility of winning greater rewards at some future date. They usually express more interest in education for the sake of getting a better job than for the pleasure of intellectual development and cultural improvement . . . Since community college students are more interested in an education for its potential to furnish material rewards than for any intellectual excitement, instructional objectives need to be related to the student's current world and its problems. The cry for relevant education is especially heard in community college circles. A relevant education means practical, occupationally-oriented education, both for those students who transfer and for the majority who enter the work world when they leave college" (pp. 199-200).

Law (1968) continues the dialogue by discussing the changing nature of the student complex and noting that extrapersonal goals have been imposed on many who are now consciously convinced that a college education

> . . . is the only solution for survival in a materialistic system. They become impatient with traditionally-oriented programs and wish to get on with the business of getting a "good job." Yet it is refreshing to note that trends in some places show that students are tiring of the endless task of trying to beat the system. They find solace and meaning in broad, humanistic areas such as philosophy, the arts, literature, and history. Some of the more thoughtful students are becoming less tempted by the doubtful rewards of a highly organized, industrial society. The modern academic officer must not lose sight of the eternal truism, that real learning, self-development, and personal accomplishment stem from natural inquisitiveness, self-enlightenment, intellectual curiosity, and the drive to live creatively in a unique way . . . . There are signs that the surge of interest in the theatre, literature, poetry, concerts, etc., that started after World War II has begun to retrogress—not that knowledgeable people have abandoned their commitments to emotional and aesthetic values, but with the swell of materialistic, scientific infatuation, they shrink into ever smaller circles of expression and rely too much on exclusively professional standards of excellence" (pp. 90, 91).

Positions such as these are supported by some research. Gold's (1968) report of a survey of 200 students at each of 100 colleges found 81% reporting that in their college, the education tends to make students more practical and realistic. Sixty-four percent said that in their college the vocational value of many courses is emphasized, while 53% noted a considerable interest in the analysis of value systems and the relativity of societies and ethics, and 77% suggested that a major aim of their college is to produce cultivated men and women. Only 40% claimed that their school offers many opportunities for students to understand and criticize important works of art, music, and drama, but 55% pointed to an emphasis on the classics in literature, drama, and music courses. Eighty percent of the respondents felt most students want to get a degree because of its economic value, and 24% reported that concerts and art exhibits presented at their school always draw big crowds of students. Further, 75% believed most students to be interested in business, engineering, management, and other practical careers.

Other researchers emphasize the pragmatic nature of students. For example, Cross (1972b), in her intensive studies of students who were graduated in the lower third of their high school classes and who subsequently attended two-year colleges, reported that "new students are positively attracted to careers .... They tend not to value the academic model of higher education that is prized by faculty, preferring instead a vocational model that will teach them what they need to know to make a good living .... (They) present a more pragmatic, less questioning, more authoritative system of values than traditional students (p. 147). The practical orientation of two-year college students is also noted by Cohen and Brawer (1970), and Brawer (1973) relates this orientation toward practicality to other dimensions — particularly that indicator of ego functioning that she calls Functional Potential.

The evidence grows. An overwhelming majority of students sampled by Hendrix (1967) indicated preference for a college education that would make them more practical and realistic and would emphasize the vocational value of many courses. Several years later, in 1971-72, 45.2 percent of the students attending Vermont Regional Community College claimed that they attended

college for the purpose of learning employable skills or upgrading job skills already possessed (Vermont Regional Community College Commission, 1972). Still later, more Montgomery College students gave job preparation and job improvement as major reasons for their interest in higher education than did University of Maryland students (Advisory Committee . . ., 1974). These findings are consistent with those of Baird, Richards, and Shevel (1969) who reported that 45.5% of all the second year community college students they examined declared their most important college goal to be the attainment of vocational or professional training while only 33.2% selected their major goal to be development of the mind and intellectual abilities. A similar study conducted by Trent (1972b) found that 70% of the respondents in fifteen community colleges indicated vocational training as the most important reason for attending college; only 9% were concerned with obtaining a liberal education, and only 5% were interested in personal enjoyment and enrichment.

These and similar reports imply that the humanities will be hard put to develop programs which students will find worth their attention. In fact, at a time when economic concerns are paramount, students at all levels of higher education are abandoning the more theoretical and academic fields for those relating to career training. Enrollments in the humanities are accordingly falling (Scully, 1974). Leslie and Miller (1974) point out that since 1966, at Stanford University the number of English majors has dropped by 35%. At Southern Illinois University where English, foreign languages, history and mathematics have experienced large enrollment losses, the School of Technical Careers notes significant enrollment increases (p. 27). A similar phenomenon has occurred at the University of Wisconsin at Madison, where "enrollments in English and history have declined by 42% and 39% respectively just since 1969, even as the numbers of students in nursing, agriculture, and journalism have nearly doubled" ("The New Work Ethic," 1974). At UCLA, history enrollments have declined 30% since 1969 while in the same period, enrollments in English have declined 25%.

The list goes on, and consistently so. *The Los Angeles Times* (11/11/74) reports that the University of California at Santa Cruz, once the most desirable campus in the UC system, fell

short of its enrollment projection in 1974. This deficit may be due to increasing pragmatic attitudes since Santa Cruz's strong liberal arts orientation may not be consistent with the increasing "re-evaluation by young people toward more vocationally oriented programs" (Trombley, p. 32).

With a college diploma no longer an automatic passport to employment, many students are seeking salable skills – in engineering, law, medicine, agriculture, and other specific fields before they enter the tight job market ("The New Work Ethic," 1974). Indeed, since American higher education seems to grow in relation to the economy, it is in trouble unless it emphasizes these other marketable abilities (Leslie and Miller, 1974).

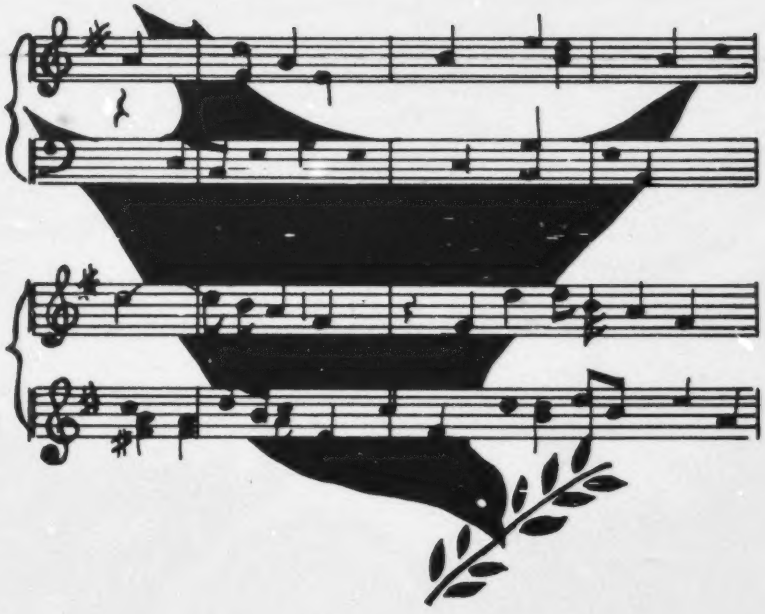
In 1969, Cohen prophesied that the community college of 1979, in an effort to relate students' college progress to their lives, would involve students directly in their local communities. Now this is happening at all levels of American higher education but for slightly different reasons. The new vocationalism has produced many new programs at the college level – 'work-study' curriculums, for example, where students get credit plus salaries for the time they spend on jobs related to their field of concentration. This approach narrows the gap between the world of work and education.

Birenbaum (1974) also believes that work and education should be merged. He argues that isolating people during their formal education ". . . from responsibility for the active use of knowledge may actually distort their learning capacities. We are returning to apprenticeship and internship education discovering new combinations of detachment and engagement, contemplation and action in the mastery and uses of knowledge. The old lines will be erased or redrawn between productive work and intelligent consumption, the purposes of competition and the needs for cooperation, self-development and the perception of the public good, the imperatives of scientific knowledge and humane wisdom, between being younger and being older" (p. 8).

This new emphasis is even being experienced in the high schools. In 1974, *Newsweek* described a proposed announcement by the United States departments of Labor, Commerce, and Health, Education, and Welfare of a new policy which would unite the worlds of work and education by January 1975. Under

this policy, "with the cooperation of businessmen and labor leaders across the nation, all high-school students may someday automatically spend two days out of every school week at work in the real world. The goal: to make sure every student graduating from high school is equipped for some kind of work just in case he decides not to go to college" ("The New Work Ethic," p. 110).

These kinds of programs may extend from high school (perhaps even junior high school) through to postsecondary institutions. At the community college level, in addition to apprenticeship and work study programs, "applied" humanities courses are being developed. Such subjects as Policemen's English, Terminology for Nurses, Scientific German, Conversational Spanish, and Cultural Attractions of the City of Chicago today are beginning to arise and meet enthusiastic student response. These programs are attempts by humanities departments and divisions to attract students by developing courses that deal with contemporary and practical topics, topics which will, in reality, aid students in their future lives as workers and citizens. This trust is consistent with the stand that "an education designed for a relatively small elite, with an emphasis on culture and character, can hardly be expected to remain unchanged in an age of education for the masses" (Whitelaw, 1968, p. 127).

While critics of so-called career education call the attitude "anti-intellectual" and warn that it threatens the very existence of liberal education, the job orientation of college students still is taking a heavy toll in many liberal-arts departments. The proponents of career education, of course, deny these charges — and the debates continue.

Honor Students

Pragmatic students may or may not be honor students. And pragmatic students may or may not be satisfied with their experiences at the two-year college. Those who were honors students at a two-year college do tend to retain a favorable attitude toward this form of postsecondary education. Shultz's (1967-68) follow-up study of 1947-48, 1957-58, 1960-61, and fall 1965 initi-

ates to Phi Theta Kappa, an organization for full-time students who have completed at least one term or semester and ranked in the upper 10% of the student body academically, found that students of high ability were not penalized for taking their first two years of postsecondary education in the junior college. Most spoke favorably of their junior college tenure and claimed that they would begin there if they were to do it again; they also said that they would send their children to a junior college. This study also found that 22.9% of these honor students had majored in the humanities – 32% of the women and 11.1% of the men.

Several community colleges have established programs specifically for honors students but everyone does not agree about the wisdom of such special programs. According to Swets (1967), honors courses are not a good idea since high grades do not necessarily suggest creativity, maturity or originality. Indeed, Swets reports that honors students are conformers who like to be told what to do, what to write, what to think, and are afraid of exposing their ignorance by trying something new and different. He concluded that the question to be asked now relates to the revision of entrance criteria to attract inquisitive or insightful students who can be encouraged to participate in open-ended programs.

Selcoe (1969), who describes an experimental seminar in history devoted to special issues rather than to the regular chronological format, provides one answer to the question. Students were selected to participate in this special course on the basis of their evidenced interest in history and not entirely on the basis of grades since this was the second part of a two-part course and interest was relatively easy to ascertain. In this special course the students seemed to listen to each other for the first time and the teacher became a guide and resource person rather than the one from whom all knowledge flowed. Class discussions were lively and the students constructively criticized each other's work. "Having been told, in effect, that the College believed them to be superior students, they proceeded to justify that belief" (p. 126).

Minority Students

Various ethnic and racial minorities represent another large group of students served by community colleges. In 1971, 30% of all full-time community college students were other than Caucasian (Gleazer, 1973), while in 1972 minority students constituted 24% of the new students in California community colleges (Coordinating Council for Higher Education, 1973b).

Most of the minority students attending the City University of New York (CUNY) system are to be found in one or another of the system's eight community colleges, not because the system is consciously segregationist but because admission to the university is based on prior academic achievement and the poor generally achieve more poorly academically. Birenbaum (1974) claims that this phenomenon is prevalent nationwide, that "the junior colleges have in recent years dramatically become the ports of entry for minority group youth. About 70% of all black and Spanish-speaking collegians are enrolled either in black colleges or the two year colleges. About a third of the junior college enrollments nationally are now from minority groups, and these congeal in the urban sector" (p. 12). The trend for more and more minority students to aspire to college degrees combined with their consistent relegation to community colleges can be expected to continue. According to Sutton, Assistant to the Chancellor of the University of California at Riverside, "there are only two groups today which still hold the traditional view about the importance of a college degree – the blue collar family and the minorities, primarily the Chicanos and blacks" ("Empty Seats . . .," 1973).

As traditional college students continue their questioning of the cost of higher education as well as its preparatory value for modern life, minority students will gladly take their places in college classrooms. It is interesting to ask how this influx of nontraditional students new to postsecondary education has effected the curriculum. The question can be only partially answered by the existing literature.

Medsker and Tillery (1971) note that humanities courses are largely ethnocentric and racist in their continued emphasis on

Western civilization. They maintain that "To many students from ethnic minority groups, traditional general education programs based on a body of 'common knowledge' are irrelevant, if not outright racist. To the students and faculty who seek to understand *all* mankind, these programs seem strongly ethnocentric in their emphasis on Western civilization and science" (p. 69). In a similar vein, Sloane (1973) accused art history courses in particular of "confusing 'art' as a generic term with 'European art', "or ethnocentricity which, she argues, is a form of racism.

Because it is easier to create a new course than to change an old one, courses directly aimed at minority students have been developed while only a few traditional courses have been altered to incorporate, usually peripherally, minority artists, musicians, writers, etc. Lombardi and Quimby (1971) report that the advent of Black Studies courses into the community college curriculum was largely the result of the demands of black militants, ". . . the first time in the history of the community college movement that students on a large scale have been directly involved in defining the goal-orientation of an educational program" (p. 70).

In addition to placating militants, another major goal for ethnic studies courses has been proposed. Gleazer (1973) claims that "Chicano or black studies, or their equivalent for other minority groups, are not just 'academically oriented programs' but serve to establish the self-identity and historical links which are so important in the growth and development of any student" (p. 34). And the president of Merritt College (California), the first two-year college in the nation to institute an Associate of Arts degree in Afro-American Studies, pointed out that, "we shall not be successful in reaching and motivating minority students here at Merritt and coping with the problems of educational disadvantage exhibited by them, without first reinforcing their cultural image and strengthening their feeling of personal worth" *(Developing Junior Colleges,* 4/15/69). However, despite the good intentions of their creators and supporters, these courses frequently have reinforced the separatism of the study of minority cultures because few students other than those belonging to the ethnic groups concerned enroll in ethnic studies classes (Arnold, 1973; Lombardi and Quimby, 1971).

Adult Students

Another group of students in community colleges are the so-called "adult students," a term which is rather erroneous since 18 years has been defined as the age at which one earns his or her majority. Actually, adult students are generally considered to be those who are beyond the so-called typical college years, 17 to 21 or 22. Recent studies have shown that this population comprises an increasingly large proportion of the community college student body. Indeed, Groesh (1974) reports that the median age of all community college students in Illinois in 1973 was 24 and that although the total enrollment at Joliet Junior College increased only 11% between 1972-73 and 1973-74, the increase in those students in the 20-30 age range was 17% and the increase in the "over 30" group was 20%. These figures are substantiated by other reports of college enrollments throughout the nation. A study of California community college students, conducted by the Coordinating Council for Higher Education in 1972, found that 47% of all freshmen in the state's two-year colleges were over 21. At Montgomery College in Maryland, 25-30% of all students were over 25 in Fall, 1973 (Advisory Committee . . ., 1974); at Mountain Empire College in Virginia, 42% were over 25 in Winter, 1972 (Turnage, 1973); and, at Vermont Regional Community College, 61% were over 25 and 78% were over 21 in 1971-72.

Gleazer (1973) reports that, "the percentage of entering freshmen of age eighteen to twenty has dropped from 91 percent in 1967 to 74 percent in 1971" and that "The trend toward increasing numbers of older students is already so apparent nationally that it is not at all accurate to refer to community college students as 'kids.'" (p. 9). Bulpitt (1973) corroborates this tendency toward increased numbers of students – in many cases, more than 50% of a community college's enrollment – who are adults. Today the average college student is older and takes fewer hours.

Adult students typically tend to be part-time evening students with full-time day jobs (Raines, 1971; Groesh, 1974; Palinchak, 1973), and their attendance patterns are characterized by frequent interruptions (Raines, 1971; Groesh, 1974). Although Gleazer (1973) points to growing numbers of adults attending daytime classes, all these authors agree that adult students are

likely to be highly motivated and that they are generally more serious about their education than younger students, characteristics that were also found to be true of post-World War II veterans. Palinchak (1973) and Groesh (1974) claim that what these students are most interested in is occupational and vocational training. On the other hand, a study of adult populations by the Advisory Committee on Program Identification in the Down-County Area (1974), the report of the Vermont Regional Community College Commission (1972), and a *U.S. News and World Report* article entitled, "Back to School for Millions of Adults" (1973) all indicate that most adults are interested in such community college courses as boating, dieting, electronics, witchcraft, massage, woodworking, human sexuality, yoga, gardening, carpentry, photography, sewing, leather work, drivers' education, automobile mechanics for women, speed reading, interior design, and self-defense. The second major category of particular interest to adult students appears to be those courses aimed at providing cultural enrichment. Such subjects as philosophy, American history, English and American literature, conversational French, Spanish language and culture, Gospel and Apocalypse, and English are offered by the Vermont Regional Community College, which offers only classes that students request for its primarily adult student body. This interest is also observed by Turning (1974) who reports that one of the groups most likely to express positive attitudes toward general education is that comprised of students over 21.

These data corroborate Cross' findings (1973) that adult students want to learn how to *do* things, not how to *think* about things. She says that skills which are needed by all adults in the course of daily living are highest in priority while "Next in order comes learning that will foster personal development and community responsibility . . . And finally at the bottom of the list of preferences, endorsed by fewer than 10% of the potential adult learners, are the basic academic tools of social, biological and physical science, and English language . . . So adult learners do challenge the heart of higher education – the curriculum" (pp. 33, 34).

As the number of students over the age of 21 has increased at the community college level, many institutions have introduced

courses of particular interest to adults. Most of these, however, have noncredit status. Several writers indicate that much of the innovation occurring in community college curricula is to be found in the evening division and in daytime noncredit courses (Gleazer, 1973), which are the areas most often reflecting the desires of adult students. "Evening programs now represent more than half of the headcount in many community colleges. In general among students and faculty there is a high morale, a lively interest, flexibility in approach, and an informality and timeliness that prompt one to wonder whether the 'night people' are the harbingers of the community college to come" (Gleazer, 1973, p. 15).

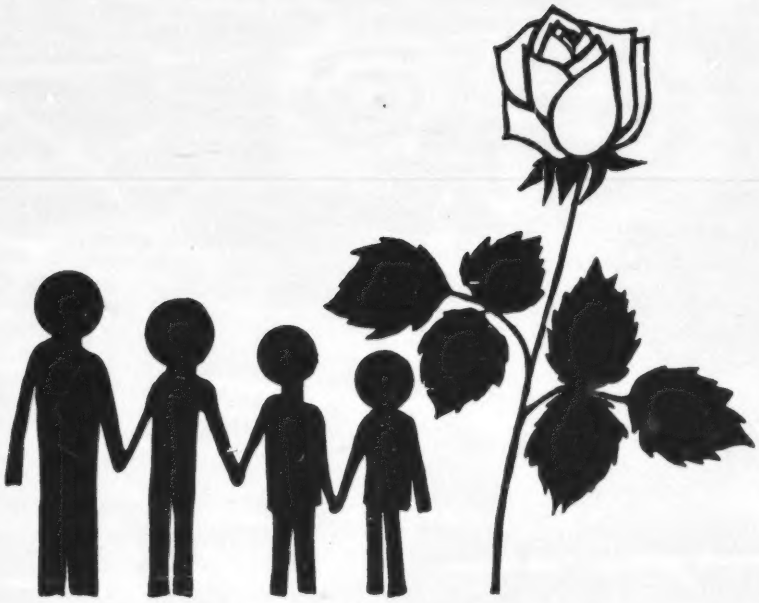
According to Bulpitt (1973), adult students present a special challenge to the community college planner since they ". . . may not have graduated from high school; may have graduated five, ten, fifteen, or twenty years ago; or may already have a college degree. The number enrolling next term in any given college will depend on each college's flexibility and its awareness of and desire to meet community needs. It was easier in the days when the community college planner could estimate next year's enrollment accurately by checking the figures on high school graduates in the area served, but certainly it was less interesting and less challenging" (p. 55).

If the humanities are to appeal to this growing group of students, they must become more practical (for example, conversational Spanish instead of Spanish grammar) and less reliant on the traditional name-fact-date approach. As Arrowsmith (1970) says, "Do away with 'disinterestedness' and the old invidious distinctions between 'research' and 'application,' between 'scholarship' and 'popularization,' between 'pure' and 'applied' knowledge, immediately disappear as they should. We can no longer indulge in the old classical contempt for the practical, by which 'pure' scientists talk of technology and engineers with the contempt reserved by the humanists for the mass media and the popularizer . . . . The liberal arts do not humanize unless learning finds integration in action and conduct" (pp. 49, 51).

Senior Citizens

Moving now into the next age group, we find that senior citizens represent another large population which is only beginning to be served by community colleges. Although the California Coordinating Council (1973b) found that community colleges in that state were serving an extremely small number of senior citizens (those over 55) in credit classes in the fall of 1972; 1.8% of the students were over 55 and a larger percentage were enrolled in noncredit classes, thus indicating that at least some senior citizens are attracted to community colleges. In some cases, entire courses are designed especially for senior citizens. North Shore Community College in Beverly, Massachussetts offered a course called "Reconstructing History" at a local nursing home ("Capsules," February 1974), and Watson (1973) describes a course entitled "Our Lives As History" which would include the elderly as students in order to give meaning and significance to their lives and to give younger students contact with persons who actually lived during the times being studied.

A major problem encountered in designing courses for the elderly is their frequent lack of mobility. Watson recommends that his course be held in private homes or in an off-campus building easily accessible to older and younger students alike. Another method of combating this problem is to offer more televised courses; Cox (1965) and Cooper (1974) both reported that the televised courses they describe enrolled many senior citizens. As colleges institute courses that are meaningful to a wider audience and as enrollment, registration and grading procedures become lesser hurdles, it is likely that more senior citizens will turn to school. It would seem that humanities could play an important role in the lives of these people by providing further enrichment.



Working Students and Married Students

Since so many community college students are older — individuals who often return to college after several years away from school — it is not surprising to find that many are married and that most work. At Washtenaw Community College, 68.3% of all part-time students are married, as are 35.6% of all full-time students (Davis, 1973). At Montgomery College, 25% of all students are married (Advisory Committee . . ., 1974). And in Mis-

souri, statistics compiled by Schatz (1974) show that in 1972, 33% of all community college students were married while by 1973, that figure had increased to 36%. In California, 39% of all entering students at twenty-five community colleges supplying data for the Coordinating Council for Higher Education (1973b) either were or had been married. The California study also found that nearly 50% of the married students were 30 years old or more and were enrolled for only one course in the fall of 1972.

Perhaps as a reasonable extension of their marital status and their age, many two-year college students are employed outside school. Turnage (1973), in a study of the students at Mountain Empire Community College, found that 54% of the 1972 students worked. The *Follow-up Study of Bucks County Community College Graduates (1965-1972)* reported that 76% of those students who had been graduated worked at least part-time while enroiled, and that 68% managed to complete their degrees within four semesters. Forty-seven percent of those who attended the Vermont Regional Community College in 1971 were employed full-time and 27% were employed part-time, for a total of 74%.

Working students and married students, (especially those with young families) present special problems for community college instructors. They may have little time for homework and often find it difficult to complete assignments on time. In response to this problem, several community colleges have developed media centers in which students can get taped lectures and supplementary materials at any time. Other community colleges have adopted modular scheduling for some courses so that students may complete them before or after the traditional semester or quarter ends.

Another problem created by working students and married students with young families is that they often cannot attend evening or weekend fieldtrips, lectures, concerts, etc. Honolulu Community College has devised a method of dealing with this problem: students enrolled in an introductory humanities course that includes off-campus tours and lectures can check out "multimedia packs" consisting of a cassette tape recorder with an earplug and a shoulder strap, a map, a study guide, and a student reaction sheet. They can then tour a museum at their own pace, listening to the recorded lecture (Cox, 1969).

Part-Time Students and Freshmen

In the fall of 1972, the number of part-time community college students surpassed the number of full-time students for the first year since 1963 (American Association of Community and Junior Colleges, 1973, 1974; American Association of Junior Colleges, 1965-1972). Palinchak (1973) reports that ". . . the number of students entering the community college directly from high school is rapidly on the decline in many parts of the country while the number of part-time students is rapidly increasing in proportion to the number of full-time students" (p. 190). In the state of Missouri, the percentage of part-time students in the total community college enrollment has steadily increased from 48% in 1971, to 52% in 1972, to 54% in 1973 (Schatz, 1974). At Washtenaw Community College, 54% of the total student body attended part-time in 1971 (Davis, 1973) and at Vermont Regional Community College there are no full-time students at all (Vermont Regional Community College Commission, 1972).

As this group continues to increase in size, it demands an increased amount of attention. However, since part-time students are seldom studied, little information is available at this time to see what distinguishes them from full-time students. Monroe (1972) states that part-time students are "probably" from 25 to 30 years old while another report (Advisory Committee . . ., 1974) holds that part-time students tend to have irregular attendance patterns characterized by several absences and returns to the community college.

Statistics compiled by Davis (1973) about the student population at Washtenaw Community College show that only 22.5% of the part-time students intend to transfer, compared to 44.2% of the full-time students. They also show that 73.2% of the part-time students work from 31 to 40 hours per week, compared to 28.9% of the full-time students. Interestingly, they also reveal that more part-time students (33.4%) than full-time students (15.3%) attend for personal interest.

According to the *Junior College Directories* for the years 1969 to 1974, unclassified students (those who can be considered neither freshmen nor sophomores because they may not have fulfilled the requirements for matriculation or because they are

Students — 10/73 Enrollment

	F-T	*P-T (% of Total)*	*Total*	*Size Rank*
Alabama	17987	12992 (42%)	30979	(19)
Arizona	20011	48695 (71%)	68706	(11)
California	307775	548625 (64%)	856400	(1)
Connecticut	14702	14387 (49%)	29089	(20)
Florida	68253	64283 (49%)	132536	(6)
Illinois	73463	133889 (65%)	207352	(3)
Maryland	24033	60918 (72%)	84951	(14)
Massachusetts	25029	8308 (25%)	33337	(18)
Michigan	48759	147626 (75%)	196385	(5)
Missouri	18084	23159 (56%)	41243	(17)
New Jersey	30298	32891 (52%)	63189	(13)
New York	129188	103608 (45%)	232796	(2)
N. Carolina	36063	29967 (45%)	66030	(12)
Ohio	38111	44665 (54%)	82776	(9)
Oregon	23578	48833 (67%)	72411	(10)
Pennsylvania	26187	29618 (53%)	55805	(15)
Texas	77141	83765 (52%)	160906	(4)
Virginia	24523	30285 (55%)	54808	(16)
Washington	46876	56896 (55%)	103772	(7)
Wisconsin	27115	64369 (70%)	91484	(8)

All States With Enrollments Over 29000

Source: *1975 Community Junior, and Technical College Directory.*

enrolled in noncredit courses only) comprise a sizeable proportion of the total part-time student body. From fall, 1967 to fall, 1972, this figure ranged from 25 to 30%. Freshman part-time students constitute from 49 to 55% of the total population and sophomores constitute 16 to 20%. In contrast, very few full-time students are unclassified and 66 to 70% of all full-time students are freshmen and 28 to 30% are sophomores (American Association of Community and Junior Colleges, 1973, 1974; American Association of Junior Colleges, 1969-1972).

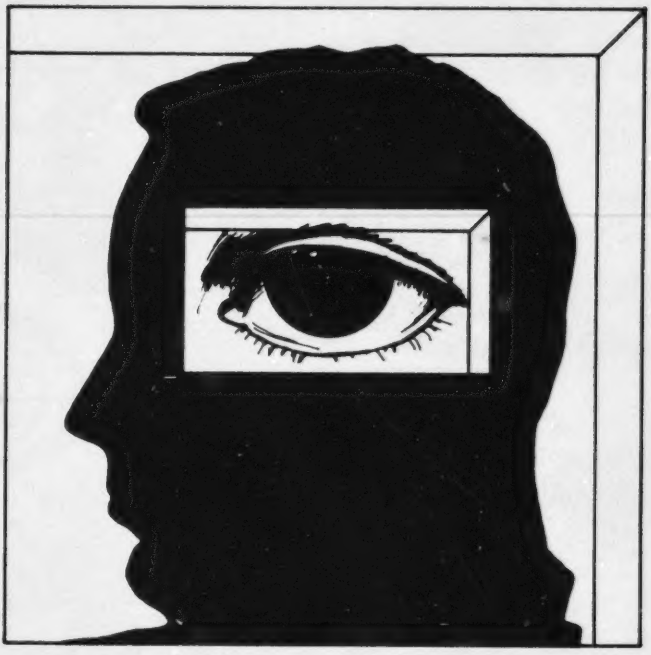
Groesh (1974) reports that: "The National Center for Educational Statistics says that the part-time postsecondary students

are essentially different from the full-time students in that they are mostly employed, older, and seriously concerned with their occupational needs. Their motivational reasons are different, and they are more likely to continue to fulfillment of those goals, although taking longer to accomplish them, and dropping out temporarily at times" (p. 50). In addition to confirming several of the statements noted above, this report implies a practical orientation for part-time students which would, in turn, suggest that fewer part-time than full-time students favor humanities curricula. An examination of the *Directory Listing Curriculums Offered in the Community Colleges of Pennsylvania* (Sheppard, 1974) verifies this assumption; only one-third of those students enrolled in the fields of English, geography, humanities, language arts, and music in 1973 were part-time students.

According to data included in the *Junior College Directories* (1969-1974), freshman students have constituted a consistent 59-60% of the total community college student population in the fall of all years between 1967 and 1972, inclusive. During this same time period, sophomores have constituted a consistent 24-25% and unclassified students, 15-18%. Freshman students accounted for 62.5% of the enrollments in the state of Missouri in fall 1972 and 59% in fall 1973 (Schatz, 1974). In California, they accounted for only 50% in fall 1972, but the percentage of unclassified students was 31, so that the number of sophomores remained very small (19%) (Coordinating Council . . ., 1973a).

The relative absence of sophomores at the two-year college level is not wholly due to attrition. More and more often, community college students are attending on a part-time basis. The Coordinating Council for Higher Education (1973a) found that, while nearly 75% of the students enrolled for credit in fall 1972 had been to college before, two-thirds were still at the freshman level. The Council also discovered (1973b) that 56% of the first-time freshmen in 32 California community colleges enroll in part-time programs during their first term at the community college: 38% take 6 credits or less and 18% take less than full loads, but at least three courses. Another reason for the low percentage of sophomores at the community college is that several terminal programs can be completed in one year. A further reason is that many students transfer to four-year institutions while they are

still freshmen. Whatever the reasons, the fact that there are more freshmen than sophomores at the two-year college level severely limits the proliferation of sophomore courses and relegates the humanities curriculum to introductory courses in many schools.



Conclusion

These, then, are our two-year college students and their relationships – albeit sketchy – to the humanities. The problems inherent in a search of the literature dealing with students in two-year humanities programs are multifold as noted earlier. While many studies report good data, it is difficult to translate findings from one study to another because the data categories are uncommon. Many studies use enrollment data that shift annually;

thus, repeating the studies necessitates running the same counts in the same way – an exercise rarely undertaken. And, greatest problem of all, the humanities are rarely studied systematically because students' identification of a major is not vigorously pursued in two-year colleges. Where it is, "liberal arts" or "transfer" categories are typically used and the humanities are perforce merged with several other fields.

Studies of students that offer information more useful to college planners might well be undertaken. Particularly needed are reports of why students shun the humanities – are they irrelevant to student goals or are the courses simply uninteresting? Do students experience the humanities in other than classroom - related activities? That is, is the drop in humanities enrollments a manifestation of lack of interest in the courses and not in the subject matter? To what extent is the gap in humanities study being filled by paperback books, recordings, and exhibits that the students attend on their own?

Another set of studies should assess the humanistic content in occupational programs. Students of nursing who study ethics as part of a course labeled "Professional Relationships" are being no less exposed to the humanities than are those in a philosophy course. How much of this occurs? In how many cases do humanities instructors offer short units within courses in the occupational areas?

What are the effects of the humanities? Do single courses foster personal integration, flexibility, and self-knowledge? Do students of the humanities differ from other students along personality dimensions and goal orientations? Is the humanities student satisfied with what he finds in the two-year college? These types of questions demand rigorously designed research.

In brief the literature is filled with comments about what is happening but the comments are frequently speculations based on little data coming from only a few institutions. These statements of "should" and "ought" are useful exhortations but careful analysis that reaches beyond the obvious enrollment data would lead to increased understanding.

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